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JUNIOR COLLEGES ARE GROWING UP.

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IN AN INTERVIEW, EDMUND J. GLEAZER, EXECUTIVE DIRECTOR OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, DESCRIBED TRENDS IN DEVELOPMENT OF THE JUNIOR COLLEGE--(1) ESTABLISHMENT OF SEPARATE JUNIOR COLLEGE DISTRICTS, (2) INCREASED STATE LEVEL SUPPORT, (3) REGIONAL GROUPS FOR COORDINATION AND STIMULATION OF DEVELOPMENT, (4) DEVELOPMENT OF A ROLE WHICH IS NEITHER EXCLUSIVELY OF A PUBLIC SCHOOL SYSTEM NOR EXCLUSIVELY OF HIGHER EDUCATION, (5) GROWTH IN INSTITUTION SIZE BECAUSE OF THE NEED TO BE COMPREHENSIVE, (6) EXPANSION IN UTILIZATION OF TECHNICAL AIDS, (7) DEVELOPMENT OF PROGRAMS TO RECRUIT AND PREPARE STAFF SPECIFICALLY FOR JUNIOR COLLEGE SERVICE, (8) IMPROVEMENT IN RELATIONSHIPS AND ARTICULATION AMONG JUNIOR COLLEGES, HIGH SCHOOLS, AND 4-YEAR INSTITUTIONS, (9) A GROWING NEED TO RAISE THE PRESTIGE AND SOCIAL UNDERSTANDING OF POST-SECONDARY SEMIPROFESSIONAL AND TECHNICAL PROGRAMS, AND (10) STRENGTHENING OF LEADERSHIP. THIS ARTICLE IS PUBLISHED IN "COLLEGE AND UNIVERSITY BUSINESS," VOLUME 40, NUMBER 6, JUNE 1966. (WO)

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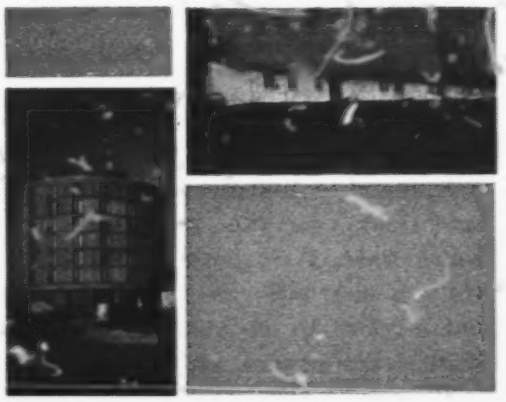

Junior Colleges Are Growing Up

Neither an extension of high school nor a substitute for the four-year college, junior colleges have found their own place in the education system

* MANY QUESTIONS concerning the role of junior colleges in the higher education system are being examined in the press and at professional meetings. Harold W. Herman, editor of COLLEGE AND UNIVERSITY BUSINESS, asked these questions of Edmund J. Gleazer, executive director of the American Association of Junior Colleges. Mr. Herman's questions are in boldface.

Junior colleges are reported to be the fastest growing segment of higher education. Does this expansion represent any change in the next four or five years in the organizational, managerial or administrative pattern of the junior college? Is it going to be basically an expansion of the school district idea, establishment of junior college districts, or a privately supported independent junior college district? How do you see this developing in the next five years?

The trend is toward establishment of separate junior college districts, and toward large junior college districts. An example would be Dallas County, Texas. In Dallas County the new junior college eventually will expand into six campuses. This is another phenomenon: not only separate junior college districts with separate boards, but multiple campuses to serve all the people who are living in a metropolitan area. Other examples are Cuyahoga County where Cleveland is located, and St. Louis where the county and the city of St. Louis formed the Junior College District.

In the seven to eight hundred colleges, what per cent are using the school district administrative level set-up? What per cent are operating with the junior college district, and what per cent are independent junior colleges?

I can give you a few spot-checks on this. In California, there are only five or six unified districts left. Los Angeles is one, for example. There has been rapid development in California toward separate junior college districts. In Florida there is still the county board of education that is responsible for elementary and secondary education, and the junior college. In Maryland, there is a real debate going on at the state level in regard to establishing separate districts with separate junior college boards. Another issue there is not only how this institution should be organized locally, but what type of state-level organization there should be. Should there be a department or division or bureau in the state department of education, or state junior college boards? Illinois has just established a state-level junior college board.

This Illinois program has caused some agonizing reappraisals, hasn't it, both by the junior college people and by the state officials?

Yes. My own feeling is that the state plan, which was enacted by the legislature, is an excellent plan. This is going to stimulate real growth in the junior colleges in Illinois. For a long time these institutions in Illinois did not, as I see it, begin to respond to the potential demand that was in their area.

One report was that Illinois was slow in junior college growth because of the heavy financial load on the local property owner. The junior colleges are now going to get more state-level support. This is another trend financially. We are finding more support for both operating funds, the operating budget, and capital outlay at the state level, and some development toward financial assistance from the federal level.

What do you see as the influence of groups such as the National Compact for Education, Western Interstate Commission for Higher Education, and

Edmund J. Gleazer Jr. is executive director of the American Association of Junior Colleges. He was interviewed at the association's convention held in St. Louis.

Southern Regional Education Board? Are they introducing an element into operation, financing or management that will accelerate growth or restrict it?

Well, certainly the Southern Regional Education Board and the Western Interstate Commission for Higher Education have not in any way been restrictive agencies. S.R.E.B. has done a very fine job of recommending guidelines to development of community colleges in the southeastern part of the country and encouraging this kind of development. What the compact is going to do I don't know. If it is going to work in an advisory capacity to the state, much like the Council of State Governments, I think it will be useful. We worked very closely with the Council of State Governments as it formulated a model junior college bill. This bill is not forced upon a state, but if the state wants to strengthen its legislation, the model bill suggests some of the factors that might be considered in enacting legislation for junior colleges.

This model junior college bill operates both as a professional educator's guideline and a legislative guideline in local areas?

Yes. I think this kind of service makes good sense.

You're not quite certain as to what influence regional groups or the National Compact might have? What do you see?

In regard to the National Compact, the only thing is to wait and see. As this has been described to me, the setup would be a little like S.R.E.B. where governors do have responsibility; they are invited to discuss educational problems and concerns, and they have some sense of involvement. This provides a nice base for communication, but it seems to me that in educational matters professionals in education want to be relied upon for their expertise.

In the community college, can you mix the academic and the vocational-technical disciplines without substantial injury to both, and is it possible to operate this type of institution?

The community college has been described as a great distributing agency. Usually when a person enters a community college he doesn't know whether he is interested in the academic disciplines or in a vocational-technical program. There is not a clear-cut line of demarcation here; the student needs an opportunity when he enters this kind of institution to sample various fields of knowledge and find out what he wants to do. With good counseling and with a variety of educational options available to him, he can identify the educational line of development that makes most sense to him. If you have various kinds of students you've got to have various kinds of curriculum. I don't think that you can really establish a clear-cut line of demarcation, nor should you, between the academic disciplines and the technical-vocational disciplines.

You're really developing a self-determination program that will assist the student in evaluating his own needs as he progresses so that he may then decide which direction he wants to go?

It is absolutely basic to the comprehensive community college idea that there are excellent programs of counseling and a wide variety of educational options.

Do the community college people — administrators, boards, trustees and so forth — feel that the community college is an extension of high school, Grades 13 and 14, or do they consider it a branch of higher education? Is this a loaded question?

I don't think it is a loaded question but I think we spend entirely too much time debating it because I don't think it makes much difference. This field is related to secondary education, to be sure; it's also related to higher education. I was talking to an architect, William Caudill, about this, describing the junior college as standing between the secondary school and the college or university. We discussed the community college concept; the institution serving as a central resource for educational opportunity in the community, providing community services, adult education, and continuing counseling. He said: "I don't think it's a betweener, I think it is a surrounder. I see it as a surrounder college." I think that was a good way to put it.

You feel that if the average community college is sensitive to the needs of the community, it can really meet the education and vocational needs of all the students that might come to that institution?

The leadership of that kind of institution will need an appreciation for different kinds of intelligence, aptitude, interests and levels of achievement. It should have an open-door policy and admit those students who are high school graduates or can give some evidence that they can benefit by its program.

I think we are going to see more and more large junior colleges because an institution has to be fairly large before it can have the variety of services that are required to meet the needs of a vast variety of students.

Perhaps some community colleges have been created without proper analysis of full community needs. In other words, the community looks upon a college as a status symbol?

Yes, they want a community college, and one of the problems is that sometimes they do not understand the role of this kind of institution and they wait and look forward to that day when they can have what they call "a regular college."

Somebody raised the point in a conference discussion group saying that when we talk about the open door, we may also be talking about the revolving door. We may get so concerned with processing students that we forget what happens to the individuality of the students. Do we put him in this revolving door and spin him around two years and spin him out again without real development of his potential?

Yes. There are some students that get spun out before the two years. That's why I stress this point, that if we are going to take a student, we are obliged to know something about the

characteristics of the student. This means continual research into the kinds of course offerings and services that are going to meet those students' needs.

What new developments in instructional technics and equipment do you anticipate in community colleges in the next five years?

I don't know. I know that basically the junior or community college must be a teaching institution. These colleges are going to have to serve not only a variety of students, but large numbers of students. Many of our institutions are beginning to take full advantage of the technical aids that have been developed to support instruction.

I think there will be great expansion in utilization of technical aids and that architecture is going to take this into account. We are going to get away definitely from the idea of 30 students to a classroom, or even the 50 minute hour.

How are community colleges going to attract competent personnel?

This is now a real problem, of course. We've estimated that we will need 100,000 additional full-time teachers in the junior college field in the next 10 years. Many institutions are going to be very large and will require a skillful administrative staff. There are several things that have been done. With W. K. Kellogg Foundation funds, there have been established 10 junior college leadership programs in 10 different universities across the country. We are working with some of the national foundations toward strengthening university programs to prepare junior college teachers. One of the problems here, of course, is trying to encourage universities and colleges to prepare competent teachers for technical or semiprofessional curriculums. It is much easier to get teachers for the more academic programs. Inservice training will be expanded during the next several years.

You wouldn't say, however, that this is a crisis situation?

We are finding the people to staff our institutions. One thing that the junior colleges are doing is offering more attractive salaries for both teachers and administrators. People are leaving some other institutions to move into the junior college field.

Do they like certain aspects of the program?

Yes, it is not only a matter of salary. People who like to teach and want emphasis placed upon teaching, people who like the classroom experience, are coming into the junior colleges.

Do you feel that the relationships between high school, community college, and the four-year college and university can be more successfully integrated and implemented than they have been in the past? I've detected on occasion an attitude that may be considered jealousy, fear or concern on the part of some college administrators. Do you feel there is a need for better communication or is this a problem?

There undoubtedly are problems of communication here, although in those states where the junior college has been in existence for a while, ordinarily there are good relationships between junior college administrators and those in the four-year colleges and universities. Many times they have some kind of organizational mechanism for articulation. A good example, on a national level, of cooperation is a new publication dealing with guidelines to improve articulation in the junior colleges and the four-year institutions. This was a project of the American Association of Collegiate Registrars and Admissions Officers, the Association of American Colleges, and the American Association of Junior Colleges. In many states and regions you will find similar cooperative endeavors.

It seems to be a problem of dialog as much as anything else. I have been in recent business officers' groups where there was genuine concern about the relationships with junior colleges.

I think the business officers are one of the leading examples of some communication lags here. This isn't true in most other organizations. National Council of Teachers of English, American Chemical Society, American Library Association, all of these and many more have agencies or councils or departments for the junior college field.

Just one final question. What are the three basic issues that face the junior college or community college in the next five years? If you were projecting a "white paper," what would you say are the problems community college administrators must solve?

Looking ahead five years, one of the things that I think we must do is to find ways of raising the prestige and the social understanding of post-secondary semiprofessional and technical programs. The transfer program and the usual baccalaureate program are going

> One task for the future is raising the prestige of the semiprofessional and technical programs designed to serve the needs of many students

to meet the needs of only about one-third of the students who go on from high school, and we need to find ways of meeting the educational needs of the other two-thirds. We hope five years from now that the associate degree programs will be as accepted and understood as the baccalaureate degree is accepted now. Otherwise, I don't think the educational system is really going to meet the evident needs of high school graduates.

Another big problem is going to be finance. Educational opportunities ought to be provided in many parts of the country where they are not available now. One of the big inhibiting factors is that the local property tax can't support this additional burden. We have to find some way to deal with this financial problem. Part of the solution will be through greater financing at the state level. Possibly some equalization factor at the federal level might be beneficial.

Another big problem is going to be that of strengthening leadership for junior college education in the various states, the regions, and nationally. We've got new people coming into this field, we are moving into a new day, and we have to find some way that this leadership can be identified and developed. I'm talking not about a nuts-and-bolts leadership, but a philosophical leadership that can appreciate and understand something of the critical needs in the nation's education enterprise, and respond appropriately. Communication is vital. The community college dialog must involve secondary schools, the students, the local community, and higher education if the educational needs of America's students are to be properly met. ■

QUESTIONS AND ANSWERS

How To Make Carpeting Economical

QUESTION: Could you tell us whether it is feasible to carpet rooms and corridors in college residence halls? — I. P., Fla.

ANSWER: It can now be demonstrated that carpeting as a floor surface in college residence halls and academic buildings is economically feasible, and can be promoted even by a college business officer with his right eye on the expense budget.

I confess that, initially, I joined the ranks of carpet enthusiasts principally upon other than economic reasons; however, sufficient experience by institutions now on a broadened base supports the dollar-and-cents aspect.

Considerable research with substantial statistics are available from the Carpet Institute and some of the large manufacturers.

Several things to remember are:

1. For economy over a period of time, the purchaser must insist on high-quality carpeting and padding. Only then will the economies be realized.

2. A five-year test period probably is the shortest time in which the economy of carpeting can be demonstrated.

3. It has recently become possible to even rent carpet with padding from the major manufacturers and, thereby, avoid the high installation costs.

4. Comparisons in the maintenance costs between carpeted and resilient surfaces, for instance, must be based upon top-notch maintenance of both surfaces. A poorly maintained vinyl tile floor will have lower short-run maintenance cost than a well-maintained carpet.

5. Heavy-duty floor equipment is not necessary for daily and weekly carpet care. Carpeting can often be satisfactorily maintained by women workers.

When considering carpeting, one must evaluate the importance of the following factors:

1. The desire for a more luxurious appearance.
2. The desirability of quieter surfaces.
3. The availability of better sound isolation between rooms and spaces.
4. The importance of the occupants' conduct as they respond to living in carpeted spaces. — ELMER E. JAGOW, *vice-president for finance, Knox College, Galesburg, Ill.*

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